



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6320 N. 82nd Street, Scottsdale, AZ 85250

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Terri L. Kellen
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-6
 2005 Enrollment : 520
 Web Address : www.susd.org/schools/elem/Pueblo/
 Phone Number : (480) 484-3100
 Fax Number : (480) 484-3101
 E-mail : terrikellen@susd.org

Mission

We believe each child in our school is unique; therefore, the staff and parents of Pueblo school, working together, are committed to establish and implement high expectations for every child and to assist them in fulfilling his/her roles as responsible citizens in our constantly changing world.

School / Academic Goals

- ü We will improve student literacy in the area of writing as evidenced by an increase in the percentage of students passing the 3rd grade AIMS Writing through 6th grade AIMS Writing by at least 5.00%.
- ü We will increase the use of Life Skills and Lifelong Guidelines through consistent recognition and communication at school and home.
- ü 90% of Pueblo's teachers will use the technology of Curriculum Mapper to align reading standards to the curriculum. All students will use Learning.com to assist in mastery of SUSD's Technology Standards
- ü 90% of the Pueblo teaching staff will participate in six hours outside of the regular work day of professional growth activities to provide strategies to more successfully deliver instruction.

Enrollment

October 1, 2004 School Year Student Enrollment : 561
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 46

Instructional Programs

- Ü Gifted Program
- Ü On-site Special Education
- Ü Speech & Language Special Education
- Ü English Immersion Student Program
- Ü After School Tutoring
- Ü Primary Reading Support

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly and encourage parent participation in the life of the school.

Parents

Parents are urged to provide a home environment conducive to studying and learning; motivate their children to do their best by taking an interest in their work and be role models by valuing education and participating in school-wide events.

Transportation Policy

Transportation is provided for all students grades K-6 who are located at least one mile from the school. All vehicles are maintained to provide safe/efficient transportation. Service is provided for special education students whose IEPs require it.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 2004-05 Walmart Teacher of the Year	2005
Ü KNIX Teacher of the Week	2004
Ü 2004 Silver Apple Recipient Award	2004
Ü Honorable Mention in 04-05 State Poetry Contest	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	1876	79306	100	100	99	453	472	445	4	6	10	17	10	18	53	46	51	27	39	20
All Students (Prior Year)	75	1952	75509	99	99	100	539	548	521	6	6	13	22	13	23	29	31	33	43	49	31
Female	33	912	38691	100	100	99	463	472	446	3	6	10	13	10	18	59	46	52	25	38	20
Male	50	964	40583	100	100	99	446	472	445	4	5	11	20	10	18	48	46	50	28	40	21
African American	--	49	4041	--	100	99	--	436	426	--	13	17	--	28	23	--	50	50	--	10	10
Hispanic	NC	297	32869	NC	100	99	NC	438	429	NC	13	15	NC	21	25	NC	50	51	NC	15	10
Asian/Pacific Islander	NC	71	1935	NC	99	99	NC	498	474	NC	5	3	NC	5	9	NC	29	48	NC	62	40
American Indian/Alaskan Native	NC	39	4264	NC	98	100	NC	418	419	NC	20	19	NC	17	30	NC	46	45	NC	17	6
White	70	1420	36197	100	100	99	459	480	463	3	4	5	18	7	11	49	45	53	30	44	31
Students with Disabilities	26	279	10321	100	100	100	405	421	389	13	22	30	29	21	27	50	35	34	8	22	9
Students without Disabilities	57	1598	69060	98	98	98	474	481	454	0	3	7	11	8	17	54	48	54	35	42	22
Limited English Proficient Students	10	196	15509	100	100	100	394	412	406	9	19	20	9	22	30	55	44	45	27	15	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	29	395	39415	91	95	96	465	437	431	4	17	15	15	22	25	56	45	50	26	16	10
Non-Economically Disadvantaged	54	1482	39966	100	100	100	446	481	459	4	3	6	18	7	12	51	46	52	27	45	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	1876	79395	100	0	99	446	469	446	4	5	9	23	14	25	65	61	55	8	20	11
All Students (Prior Year)	75	1954	75492	99	99	100	525	537	519	7	4	12	12	9	16	54	47	47	28	40	24
Female	33	913	38743	100	0	100	457	474	451	6	4	7	16	13	24	69	59	57	9	24	12
Male	50	963	40618	100	0	99	438	465	440	2	5	11	28	15	27	63	63	53	7	17	9
African American	--	49	4052	--	0	100	--	443	434	--	10	11	--	28	29	--	55	54	--	8	6
Hispanic	NC	296	32915	NC	0	99	NC	436	426	NC	12	15	NC	31	35	NC	49	47	NC	8	4
Asian/Pacific Islander	NC	71	1936	NC	0	99	NC	486	468	NC	3	3	NC	11	14	NC	58	63	NC	29	19
American Indian/Alaskan Native	NC	39	4271	NC	0	100	NC	420	420	NC	14	15	NC	20	42	NC	57	41	NC	9	2
White	70	1421	36221	100	0	99	451	477	465	3	3	4	21	10	15	69	64	63	7	23	17
Students with Disabilities	26	278	10331	100	0	100	402	417	388	4	16	25	50	30	37	42	44	34	4	9	4
Students without Disabilities	57	1599	69139	98	0	99	466	479	454	4	3	7	11	11	24	76	64	58	9	22	11
Limited English Proficient Students	10	196	15545	100	0	100	368	406	399	9	19	21	36	32	42	55	43	35	0	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	29	394	39484	91	0	96	457	435	429	4	14	14	26	32	35	56	47	47	15	7	4
Non-Economically Disadvantaged	54	1483	39986	100	0	100	440	478	461	4	2	4	22	9	16	71	65	63	4	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	1845	78869	99	98	99	457	475	442	1	3	6	10	9	21	79	69	63	9	20	10
All Students (Prior Year)	74	1952	75053	97	99	99	630	649	597	1	3	7	7	6	12	83	72	72	9	18	9
Female	33	898	38536	100	98	99	479	486	458	0	4	4	9	6	15	75	64	67	16	26	14
Male	49	947	40302	98	98	99	442	465	428	2	2	8	11	11	26	82	73	60	4	13	7
African American	--	48	4015	--	100	99	--	463	430	--	3	8	--	21	24	--	64	61	--	13	7
Hispanic	NC	295	32606	NC	100	98	NC	437	426	NC	6	8	NC	21	27	NC	66	60	NC	6	5
Asian/Pacific Islander	NC	69	1925	NC	96	99	NC	490	471	NC	5	3	NC	6	11	NC	59	64	NC	30	22
American Indian/Alaskan Native	NC	38	4245	NC	95	100	NC	423	423	NC	12	9	NC	15	26	NC	65	61	NC	9	4
White	69	1395	36078	99	98	99	463	483	459	0	2	4	11	6	16	80	70	66	9	22	14
Students with Disabilities	25	277	10246	100	100	100	410	413	367	4	12	18	22	21	39	74	58	40	0	8	4
Students without Disabilities	57	1569	68697	98	97	98	478	486	454	0	1	4	6	6	18	81	71	67	13	22	11
Limited English Proficient Students	10	195	15339	100	100	100	377	412	399	9	8	11	9	26	31	82	58	54	0	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	28	390	39106	88	94	95	475	437	427	0	6	8	8	23	28	81	67	59	12	4	5
Non-Economically Disadvantaged	54	1456	39837	100	99	100	448	484	457	2	2	4	12	5	14	78	69	67	8	23	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2119	78906	99	100	99	498	534	498	13	4	13	15	10	19	57	45	48	15	41	20
All Students (Prior Year)	100	2037	76019	99	99	100	515	535	499	6	4	14	39	22	39	12	15	14	43	60	33
Female	49	1005	38644	98	100	99	499	532	500	13	4	12	10	10	19	63	47	49	15	39	19
Male	48	1115	40236	100	100	99	498	536	497	14	5	15	20	9	19	50	43	46	16	43	20
African American	NC	55	4087	NC	100	99	NC	507	481	NC	9	20	NC	20	24	NC	45	45	NC	25	11
Hispanic	NC	320	31938	NC	100	99	NC	499	481	NC	12	19	NC	19	25	NC	51	46	NC	18	10
Asian/Pacific Islander	NC	71	1805	NC	99	98	NC	543	536	NC	2	5	NC	8	8	NC	42	45	NC	48	42
American Indian/Alaskan Native	NC	30	4593	NC	100	100	NC	505	467	NC	4	26	NC	25	29	NC	46	39	NC	25	6
White	79	1643	36483	99	100	99	500	541	517	12	3	7	15	8	13	57	44	51	16	46	30
Students with Disabilities	21	284	10664	100	100	100	461	474	430	43	18	42	24	27	27	29	41	26	5	15	5
Students without Disabilities	76	1836	68310	99	98	98	509	543	509	4	2	9	13	7	18	65	46	51	18	45	22
Limited English Proficient Students	NC	159	12573	NC	100	100	NC	472	454	NC	18	27	NC	20	30	NC	47	38	NC	15	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	26	444	38679	100	97	96	490	500	483	21	12	20	21	21	25	42	48	45	17	19	10
Non-Economically Disadvantaged	71	1676	40295	99	100	100	501	542	513	10	2	7	13	7	13	62	44	50	15	47	30

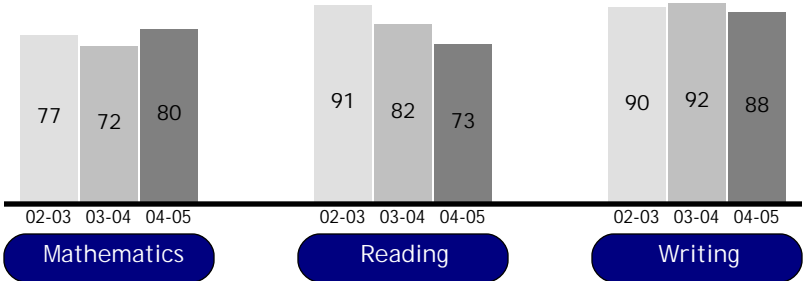
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	2113	78908	95	0	99	494	513	484	3	3	10	17	11	23	74	65	58	6	20	9
All Students (Prior Year)	100	2037	76020	99	99	100	503	519	503	16	9	25	24	14	23	49	52	40	11	26	12
Female	47	1002	38648	94	0	99	496	516	489	0	2	8	20	10	22	74	65	61	7	22	10
Male	46	1112	40233	96	0	99	491	510	479	7	3	12	14	12	25	74	65	55	5	19	8
African American	NC	55	4092	NC	0	99	NC	498	473	NC	2	12	NC	20	28	NC	68	54	NC	9	5
Hispanic	NC	319	31940	NC	0	99	NC	480	465	NC	9	16	NC	28	32	NC	55	49	NC	7	3
Asian/Pacific Islander	NC	71	1805	NC	0	98	NC	515	507	NC	3	4	NC	18	13	NC	52	65	NC	27	18
American Indian/Alaskan Native	NC	30	4569	NC	0	100	NC	490	457	NC	4	18	NC	25	39	NC	63	41	NC	8	2
White	75	1638	36502	94	0	99	496	519	502	4	2	4	13	7	14	77	68	67	6	23	15
Students with Disabilities	17	279	10665	81	0	100	459	461	423	18	11	30	35	32	36	47	51	31	0	5	2
Students without Disabilities	76	1835	68312	99	0	98	502	521	493	0	2	7	13	8	21	80	68	62	7	23	10
Limited English Proficient Students	NC	158	12556	NC	0	100	NC	448	436	NC	15	24	NC	35	40	NC	47	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	25	441	38662	96	0	96	485	482	468	4	9	16	30	29	32	52	53	49	13	9	3
Non-Economically Disadvantaged	68	1673	40315	94	0	100	497	520	498	3	1	5	12	7	15	82	69	66	3	23	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	2114	78750	97	100	99	515	536	500	3	2	6	17	13	29	78	79	63	2	7	2
All Students (Prior Year)	100	2034	75673	99	99	100	539	577	530	6	5	12	30	16	25	59	69	58	6	10	4
Female	48	1004	38586	96	100	99	527	549	515	0	1	4	13	8	22	83	80	71	4	11	3
Male	47	1111	40135	98	100	99	501	525	486	7	3	8	21	17	35	72	77	56	0	3	1
African American	NC	54	4081	NC	98	99	NC	521	488	NC	2	8	NC	14	32	NC	84	59	NC	0	2
Hispanic	NC	319	31841	NC	100	99	NC	507	483	NC	4	8	NC	29	36	NC	65	55	NC	2	1
Asian/Pacific Islander	NC	70	1802	NC	97	98	NC	537	533	NC	2	2	NC	12	16	NC	80	75	NC	7	7
American Indian/Alaskan Native	NC	30	4586	NC	100	100	NC	505	481	NC	13	8	NC	13	37	NC	71	54	NC	4	1
White	77	1641	36440	96	100	99	511	543	516	4	1	3	19	10	22	74	81	71	3	8	4
Students with Disabilities	19	282	10622	90	100	100	475	478	415	11	7	21	32	33	50	58	58	28	0	1	1
Students without Disabilities	76	1833	68196	99	98	98	526	546	513	1	1	3	13	10	25	83	82	69	3	8	3
Limited English Proficient Students	NC	159	12504	NC	100	100	NC	473	451	NC	7	12	NC	34	44	NC	57	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	26	444	38558	100	97	96	496	503	485	8	5	8	25	28	37	63	65	54	4	2	1
Non-Economically Disadvantaged	69	1671	40260	96	100	100	522	545	514	2	1	3	14	9	21	83	82	72	2	8	4

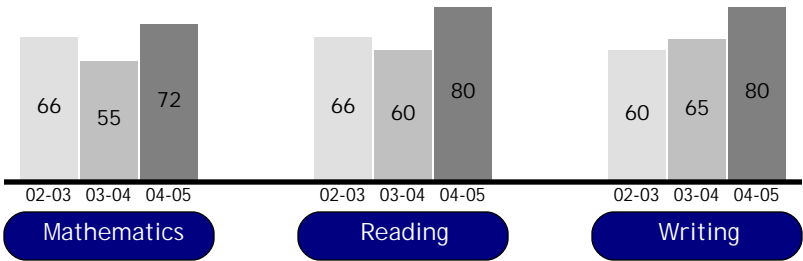
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	64	66	50	72	66	NA	58	96	58	62	47
	Language	95	58	61	43	100	59	68	50	96	67	64	47
	Mathematics	95	69	72	57	100	63	79	64	96	65	67	50
3	Reading	90	65	70	47	97	65	NA	55	98	48	57	44
	Language	99	76	75	54	96	73	77	61	98	51	57	44
	Mathematics	98	76	73	54	97	69	76	61	98	61	65	51
4	Reading	99	75	75	52	97	65	NA	56	96	57	61	48
	Language	100	62	68	48	99	54	69	52	96	59	64	49
	Mathematics	99	67	78	57	99	61	79	61	97	62	66	53
5	Reading	90	64	70	50	99	67	NA	55	95	54	64	50
	Language	92	56	65	46	99	55	69	49	95	55	65	50
	Mathematics	92	66	77	57	98	73	83	63	99	47	65	49
6	Reading	96	61	72	53	95	63	NA	56	99	59	64	51
	Language	94	61	67	45	100	53	64	48	99	55	63	47
	Mathematics	94	75	78	62	100	69	78	66	99	61	66	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Pueblo Elementary School

School Site Council

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 4 Teacher(s)
 4 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü School Improvement Plan
 Ü School Safety Issues
 Ü School Climate
 Ü Extracurricular Activities
 Ü Technology
 Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	1	3	0	0
10 or more years	18	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Library/Media Center	Ü Multi-Purpose Room
Ü DELL Computer Lab	Ü Media Studio

Extracurricular Activities

Ü Band/Orchestra/Chorus (Grades 4-6)	Ü After School Tutoring
Ü Yearbook (Grade 6)	Ü After School Care
Ü Student Council (Grades 4-6)	Ü All Day Kindergarten
Ü Oasis (Senior Citizen) Tutors Grades 1-4	Ü Media Club

Social Services

Ü Health Services	Ü Prevention Specialist (.5)
Ü Breakfast and Lunch Program	
Ü Community Specialist	
Ü After School Program on Site	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 2004-2005 school year student academic goal of increasing writing achievement as evident by AIMS was reached.
- ü Tardies decreased by 11% school climate goal exceeded.
- ü 100% of Pueblo's teachers created curriculum maps using the tool 'Curriculum Mapper.'
100% of K-6th students used Learning.com to assist in mastery of SUSD's Technology Standards.
- ü 100% of the Pueblo teaching staff participated in six hours of professional development outside the regular work day.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a District Crisis Plan that includes lock-downs, fire drills and a communication plan. We work closely with the community should an alternate safe environment become necessary. We have a school-wide phone tree to notify parents if necessary.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Terri Kellen	(480) 484-3110
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Angela Hayworth	(480) 484-3100
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Tom Venberg/Laura Couty	(480) 484-3100
Student Health/Nurse	Darlene Hahn	(480) 484-3100

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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